



# RECREATION news

Issued by

THE RECREATION AND CULTURAL DEVELOPMENT BRANCH

ALBERTA  
DEPARTMENT OF  
PROVINCIAL SECRETARY

Authorized as second class mail by the Post Office Department,  
Ottawa, and for payment of postage in cash.

Vol. 18

Edmonton, Alberta, July 1964

No. 7

## CAHPER - PRAC JOIN IN DEVELOPMENT STUDY

On Saturday, June 13, in Ottawa the Executive of CAHPER and PRAC met to consider ways and means of co-operating for the greater good of national recreation development.

There was mutual agreement that working together the two organizations could make a major contribution to the national scene. The two organizations have, therefore, established a joint committee to concern itself with recreation development.

The committee will be composed of the executive secretaries of each organization, Mr. C. R. Blackstock and Mr. Art C. Drysdale, plus four additional members—two to be named by each organization. CAHPER has appointed its vice-president for recreation, Miss E. McFarland and Mr. Jerry Love, Director of Recreation, Township of Toronto. Parks and Recreation representatives are to be named shortly.

It will be the task of the committee to recommend projects which the two associations may jointly sponsor and, with their approval to involve recreation people across Canada in carrying the projects to their successful conclusion.

Some projects proposed were:

—Regional and National Workshops for the preparation of recreation materials.

—Information Services—a committee has already been struck to advise the Federal Government on two recreation films.

—A Recreation Facility Planning and Advisory Group.

As soon as the committee has had an opportunity to meet it will be in touch with provincial and local groups to receive their recommendations.

The success of the committee will depend on the extent to which it receives the support of professional recreation people. This is an opportunity to give recreation a national voice while bringing our two national organizations into a closer working relationship. It is our sincere hope that recreation across Canada will support our efforts.

## 1963-64 IN-SERVICE COURSE GRADUATES



Pictured against the majestic setting of the Rocky Mountains at Banff, are the graduates of the 1963-64 In-Service Course, with their resource leaders. From left to right are: Ken Bosma, Calgary; Gordon Moir, Lethbridge; Michael Gormley, Drayton Valley; Jim Young, Red Deer; Mrs. Myrtle Leadley, Jasper Place; Dr. E. J. Tyler, Brandon, Man.; Prof. C. K. Brightbill, University of Illinois and Mrs. Francis Dorogdi, Lethbridge.

(Photo by Duke, Banff)

### LIBRARY CUSTODIANS' COURSE RESUMES IN THE FALL '64

The Libraries Division, Recreation and Cultural Development Branch is again offering a course for custodians of small municipal and community libraries in Alberta. Application forms have been mailed to all library board secretaries and intending applicants should see that they are returned before August 31st.

The number of students is again restricted to twenty, and early application is advised. Further details may be obtained from the Supervisor of Public Libraries, 425 Legislative Building, Edmonton.

### EMPLOYMENT NOTICE

Winagami Beach Association requires a Lake Front Program Supervisor, beginning on July 15th. Employment will terminate on September 15th. A swim instructor has been employed. Duties will be to initiate new programs and co-ordinate existing programs both for the lake front area and outside programs which involve the beach area. Salary is to be determined by training and experience.

Interested applicants should contact: Mrs. L. Godin, Secretary, Winagami Beach Association, P.O. Box 85, McLennan, Alberta.

# 12 REASONS Why a year-round Recreation System is Necessary

## 7. BECAUSE BENEFITS DERIVED FROM SHORT-TIME RECREATION PROGRAMS JUSTIFY THEIR EXTENSION THROUGHOUT THE YEAR.

Playgrounds make for health. In physical efficiency, daily play and regular exercise are the things that count. Play as a health-building function cannot be limited to summer months. It is also generally agreed that playgrounds, along with decent housing and other community influences, make for decreased juvenile delinquency and for training in desirable habits. Juvenile delinquency is not a seasonal occupation. Is it the part of wisdom to limit training in good citizenship to a few months of the year? To make it a seasonal activity?

## SOUTHERN AREA CONSULTANT



The Hon. A. Holowach, Provincial Secretary, has announced the appointment of Harry A. Walters as Southern Area Consultant for the Recreation and Cultural Development Branch. Mr. Walters was born in Saskatoon, attended grade schools in Edmonton, then attended the University of British Columbia, where he obtained his Bachelor of Physical Education, completed course work for his Master of Physical Education degree, and was president of the Physical Education Undergraduate Society. While at U.B.C. he also received two teaching assistantships.

In 1950 he attended the Recreation Leadership School at Red Deer, and served for several years as Recreation Leader for the Edmonton Recreation Commission. He was Community Centre Director in Vancouver for six years, and taught in the Physical Education Bachelor's Degree programme at the University of New Brunswick for two years.

Mr. Walters is presently stationed in Edmonton, but will be leaving shortly to take up his duties in the southern part of the province, with headquarters at Lethbridge.

## FLIP OF THE FEZ TO...



Edmonton Parks and Recreation Department for a most comprehensive playground leaders' course.

Phyllis Becker, of the Medicine Hat recreation staff, for a very creative approach to playground crafts.

A. Gilmer, Director of Red Cross Water Safety Services for Alberta, for a large program in water safety education.

All winners of the Farm Safety Essay Contest, sponsored by the Alberta Safety Council.

Terry Stewart (RLS '63) on appointment to the Physical Education staff of the School for the Deaf.

### INSTRUMENTS FOR SALE

Two BBb Sousaphones in excellent condition with cases. Also two Bell Lyras. Any reasonable offer considered. Contact Mr. Jerry Klesken, Box 894, Lloydminster. Phone No. 3868.

An Olds, Studio Model, Trumpet with case. As new. Contact Mr. M. W. McDonnell, Camrose, Alberta. Phone No. 672-2133.

### EMPLOYMENT NOTICE

Canadian Girls in Training Camp at Red Willow, requires a swim instructor from August 6th to August 15th inclusive. They would like a female instructor preferably but if male—an adult.

This camp is located south of Beaver lodge on the Red Willow River.

Interested applicants should contact: Rev. Mark Bedford, Hythe, Alberta.

## Dates to Remember

August 16-29—Summer Drama Seminar, Drumheller.

August 22-29—Western Hockey Leadership Institute, Vancouver, B.C.

### PROVINCIAL COURSES:

PROVINCIAL BAND AND ORCHESTRA WORKSHOP, July 13-August 8, 1964, Mount Royal College, Calgary.

## IN-SERVICE COURSE

### DEADLINE AUGUST 1

The 1963-64 Inservice Course concluded with a seminar held at the Banff School of Fine Arts, with six graduates. To date, since inception of the course in 1957, over 85 have registered in the first year, and 24 have completed the three-year course. Of this number, 21 are still in the recreation profession.

Dr. E. J. "Curly" Tyler has been the guiding force and resource leader for the seminar, and for the third-year correspondence section of the course since its beginning.

Special resources leader for 1964 was Professor Charles K. Brightbill, head of the Department of Recreation, University of Illinois, Chicago, Illinois. He is author of the text, "Man and Leisure," and co-author of "Recreation Administration—A Guide to Its Practices." Professor Brightbill conducted daily sessions on the Philosophy of Recreation.

Other special staff included Mr. Walter Kaasa (Public Speaking) and Col. Eric Cormack (Conduct of Meetings).

Registration is already underway for the new In-Service Course, with the deadline set for August 1, 1964.

For information and application forms contact: Miss Elsie MacFarland, Supervisor of Community Programs, 424 Legislative Building, Edmonton, Alberta.

## CAUTION!

### Playgrounds Need Planning!

Do not spoil a play area through the overcrowding of equipment or lack of space. Avoid what recreation people call a "PLUMBER'S NIGHTMARE".

Write us or contact your nearest Recreation Director for advice on play area layout.

Recreation and Cultural Development Branch,  
424 Legislative Building,  
Edmonton, Alberta.

# 1964 SCHOLARSHIP WINNERS

## ATHLETICS AND OUTDOOR EDUCATION SCHOLARSHIP WINNERS



Patricia Bogorus  
Edmonton



Jill Bradford  
Edmonton



Paul Brady  
Edmonton



Olive Lee  
Calgary



Lynda McKinnon  
Grande Prairie



Leonard Zaichowsky  
Woking, Alberta



Sheila Pike  
Edmonton



Mrs. N. Breitzkreutz  
Edmonton



## RECREATION ADMINISTRATION SCHOLARSHIP WINNERS



S. C. Moore  
Grande Prairie



H. J. Hartwig  
Edmonton



K. Hirsche  
Edmonton



Lois Bird  
St. Albert



L. Collins  
Calgary



G. Bruce  
Edmonton

## CRAFTS SCHOLARSHIP WINNERS

CAMROSE AND DISTRICT CRAFT CENTRE  
EDSON CRAFT CENTRE



Ronald Solomon  
Edmonton



Leslie C. Manning  
Cadogan



William D. Andrews  
Lomond



Gero Jorgensen  
Calgary



Gary Parnell  
Lyseng  
Calgary



Helga Isaak  
Lloydminster



Gail Klassen  
Kelowna, B.C.



# 1964 SCHOLARSHIP

## MUSIC SCHOLARSHIP WINNERS



P. Baumberger  
Edmonton



B. P. Bowen  
Edmonton



A. B. Bromley  
Calgary



J. E. Butler  
Edmonton



D. F. Carr  
Calgary



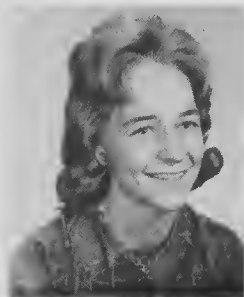
C. J. Cooper  
Red Deer



C. E. Dencer  
Edmonton



T. Fahlman  
Edmonton



G. F. Hamilton  
Calgary



D. W. Jackson  
Calgary



G. J. Liddell  
Edmonton



K. W. Mallett  
High River



B. M. McFerran  
Edmonton



C. L. Pecksen  
Calgary



D. H. Rhein  
Edmonton



C. L. Ross  
St. Albert



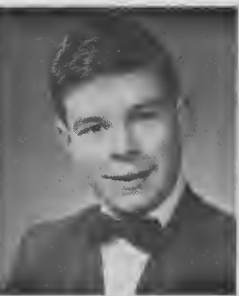
D. S. Smith  
Lethbridge



Mrs. P. M. Smith  
Calgary



E. L. Spacinsky  
Edmonton



K. R. Stromberg  
Edmonton



Mrs. M. E. Welter  
Grande Prairie



N. M. Whyte  
Calgary



D. M. Wolfe  
Edmonton



S. J. Campbell  
Lethbridge

No Photo—

L. L. Thomas  
Cardston

# P WINNERS 1964 ☆

## VISUAL ARTS SCHOLARSHIP WINNERS



Bruce W. O'Neill, Jr.  
Calgary



Frank K. Vervoort  
Lethbridge



Joyce M. Hanak  
Regina



Ronald B. Moppett  
Calgary



John Hall  
Edmonton



Gordon F. Brown  
Calgary



K. G. Christopher  
Calgary



Mrs. Primrose Diakow  
Calgary



Jan Vriesen  
Edmonton



Caroline Pedgorny  
Calgary



Eddy Gheress  
Edmonton



Grant Hugh McLaughlin  
Calgary

## LIBRARY

## SCHOLARSHIP WINNERS



Peter Strong  
Edmonton



Baird Staples  
Botha



G. R. Adshead  
Edmonton



J. A. Brown  
Calgary



G. Dodd  
Calgary



F. T. Dolan  
Edmonton



L. E. Doner  
Calgary



A. M. Flook  
Lancaster Park



Mrs. S. E. Langton  
Calgary



# 1964 SCHOLARSHIP WINNERS

## DRAMA SCHOLARSHIP WINNERS



Kenneth Welsh  
Edmonton



Karen Austin  
Edmonton



Alan Bleviss  
Edmonton



Kenneth Dyba  
Calgary



Robert Vanderleelie  
Grande Prairie



John Sommers  
Edmonton

NO PHOTOGRAPHS AVAILABLE

Alice Polley  
Edmonton

Judy Unwin  
Edmonton

Douglas Riske  
Edmonton

Beverley Miller  
Edmonton

Mary P. Giamow  
Calgary



Raymond Baron  
Edmonton

## DANCE SCHOLARSHIP WINNERS



Terry Sue Hooper  
Edmonton



Brian J. Anderson  
Calgary



Beatrice Lefroy  
Calgary



Beverley Carter  
Calgary



Katherine M. Govier  
Calgary



Donna K. Ferguson  
Edmonton



Leslie-Wayne Couture  
Edmonton



Taras Paul Semchuk  
Edmonton



Judith Gail Adams  
Calgary



Barbara Ann Berry  
Calgary



Julie Paterson  
Calgary



Jeremy Leslie-Spinks  
Edmonton

No Photo—

Donna Ball  
Edmonton

# IDEAS ON PLANNING

(An address delivered by Dr. B. Y. Card, Associate Professor, Sociology of Education, University of Alberta, Edmonton, to the 5th Annual Workshop for Municipal Recreation Boards, Banff School of Fine Arts, March 20, 1964.)

## A PARADOX

This gathering is a wonderful paradox. Here we are, a collection of people from all parts of Alberta, who are interested in recreation, meeting in a school, and calling our activity a "workshop!" Schools are the institutions one leaves as a child in order to have a holiday. A workshop implies purposeful effort, not play, leisure or recreation. Added to our paradox is the theme of the workshop, "recreation planning"! Planning means looking ahead, making rational decisions, achieving objectives. But recreation, leisure, play (they are all near synonyms) mean to spend time "as an end in itself, not as a means to some other activity or goal."<sup>1</sup>

But if this is a wonderful paradox of our group at this Fifth Annual Workshop for Municipal Recreation Boards, it is also a paradox for our society. Play or recreation, even for young children, has lost its "pure" form. We have recess and summer holidays from school so that the student can do better work in school. We have paid vacations and coffee breaks in business and industry, partly as a means of keeping up production or efficiency. A man collects stamps for fun, and for later sale at a profit. Our sports, commercialized recreation, and even our hobbies, are intricately bound up with political and economic institutions, with the family, the church and education. We see that recreation is actually a part of the institutional structure of our society. Thus, while it is still a paradox that we should be dealing with recreation while housed in a school and conducting a workshop, our society is doing about the same thing on a bigger scale, as the term "Municipal Recreation Board" suggests. And since we must deal with recreation today within an elaborate institutional structure, there is no inconsistency in planning for recreation. Other people are planning families, businesses, industries, churches, schools, governments and health services. Further, since recreation is "perhaps the most nearly universal need" we have of an essentially "individual order," the need each person has to express, to play, to re-create, no apology is required for our present concern with recreation planning.<sup>2</sup> Happy, healthy people on the one hand, and sound, co-operating, well-functioning communities on the other, are reciprocally connected. These are the two inseparable products of community planning. These, it seems to me, are also the two long-range goals of planning in the field of recreation.

Before turning to other planning ideas let me call attention to yet another aspect of our paradox. While recreation, leisure or play, those things we do as ends in themselves, add to individual and community well-being, so also does learning, associated with schools, and working, the purposeful activity implicit in the workshop idea. Further, as many adults are finding out in places like the Banff School of Fine Arts and Centre for Continuing Education, learning, when one is not forced to go to school, is also recreation. It can be an end in itself. It can be sheer fun. And what about work? A large part of recreation today is work, symbolic or pseudo-work, where people work for the delight of working, not for pay, but for play. In this connection let me suggest there are two kinds of play, expressive as in games, but also symbolic labor, as in camping, fishing and many crafts and hobbies.<sup>3</sup> A workshop is a learning device, and to a certain extent, symbolic labor. As we tackle the problems in our discussion groups we'll be playing at working, and in the process learning and helping others learn, including your present speaker.

## OUR WORKSHOP RESOURCES

There are three things I think can be done in this opening address. The first is to look at the resources represented by this group. The second is to survey some of the trends and social forces that come into focus as we attempt to solve recreation planning problems. (These trends and forces I refer to as the context of recreational planning). The third

is to outline the essential steps or processes involved in planning.

With the help of Miss McFarland and her staff at the Recreation and Cultural Development Branch, and your initial co-operation in completing the Workshop Registration Form, we can say this about ourselves:

We are approximately 80 persons from 40 communities, plus a staff of leaders, also from communities, but who represent primarily some professional field. These 80 persons represent 32 communities with a recreation board or commission, and 8 communities without a recreation board. It is pleasing to note that two pairs of delegates represent associations. While recreation boards represent the official political structure of a community, associations may be said to represent the "para-political" structure, that structure that represents the most freely expressed interests of the community.<sup>4</sup>

Associations are often an informal means of local government in Alberta's smaller communities, and the community accelerators or brakes of local governments in more highly organized villages, towns and cities.<sup>1</sup> It is also noteworthy that three counties and two municipal districts are represented, and one summer village. The majority of delegates, however, are from towns. Twenty-five of Alberta's 91 towns are represented. Villages don't fare so well. There are six represented here, out of 157 found in Alberta. Six of the province's 10 cities are represented, 2 of its 28 municipal districts, and 3 of its 20 counties.

(The way this workshop group represents the province according to population is seen on the projected maps. On the base map, each black dot represents 1000 population, on the over-laid map, each red dot a community or rural-area delegate. What we should have for a good comparison is a plot of communities or areas with recreation boards, to see to what extent Alberta's population is served by this kind of planning group as part of their local resources for recreation. Next we super-impose another map, this time of the Planning Districts of Alberta. The purpose of adding this map is to show the proportion of Alberta's population served by one of our best assets for all types of community planning, the district planning commission. One of the very important consequences of the spread of the district planning commission as part of local government, supplemented by the work of the Town and Rural Planning Branch of the Department of Municipal Affairs, is that we can rationally allocate enough of the best and most appropriate space for recreation to meet our community needs. The size, quality and locations of recreation areas in Alberta have all improved with the advent of strong town and rural planning development in Alberta during the past 14 years.)

<sup>1</sup>Arnold Green, *Sociology*. New York: McGraw-Hill Book Co., 1960, pp. 562-564.

<sup>2</sup>Richard T. LaPiere, *Collective Behavior*. New York: McGraw-Hill Book Co., 1938, p. 151.

<sup>3</sup>William R. Burch Jr., "The Play World of Camping: Research into the Social Meaning of Outdoor Recreation, Abstracts of Papers," American Sociological Association Annual Meeting, Los Angeles, 1963, p. 83.

<sup>4</sup>For an example of the influence of associations in one part of Alberta see Card, Hirabayashi and French, *The Metis in Alberta Society*, A Report on Project A (1960-63), University of Alberta Committee for Social Research. Edmonton: (U. of A. Bookstore, distributor) pp.152-154, and 257-262. The "para-political" role of associations is discussed by Scott Greer and Peter Orleans, "The Mass Society and the Parapolitical Structure," *American Sociological Review*, 27" (October, 1962), pp. 634-646.

Another characteristic of our group is the preponderance of males. As we associate this characteristic with ages and occupations represented, a few more tentative statements about our workshop resources can be made. We should have enough younger persons, 21 to 40, who, from their own recollections of their youth, can give us a good indication of the thinking of the post-Depression generation, the 51 per cent of the Alberta population which is under the age of 25. Then we have about half the group over forty. These persons are at their social prime. They have the greatest range of experience and possibly the greatest capacity to think abstractly about recreation problems, because they have much experience to abstract from.

Educationally, the average schooling for this workshop is slightly above the provincial average. Recreation is one field where education is a help, but also where lack of it is not necessarily a great handicap.

The few women delegates are especially valuable as they must represent their half of the population and that portion of our culture they know best, the worlds of women and children. Dr. Eileen Ross, McGill sociologist, has shown that in an Eastern Canadian city, and we can assume elsewhere as well, that the essential difference between men's and women's organized behavior lies in the different kinds of organizations and leadership each are involved in.<sup>5</sup> Men are most often found in groups controlled by more impersonal mechanisms, where leadership is given to those who hold social and business power. Women are predominantly in groups which function more on the basis of personal relations, and where the personal quality of leaders rather than their social and economic power are important. Because of the groups they represent and their leadership qualities, it would appear that women are indispensable colleagues in community recreational planning.

These, then, are a few characteristics of our workshop group, and some of the reasons we are important to ourselves for the two days we'll spend together. We have a good array of experience which goes beyond our recreational and governmental roles. It is noted that we have 51 delegates who represent recreation boards, and 25 who are members of town councils. On the other hand, there are a large number of occupations, organizations and families also represented unofficially by our workshop members.

### THE CONTEXT OF RECREATION PLANNING

Each community is a web of social forces set in a larger web of forces, influences and trends. A basic principle of planning is that any program that is planned must take into account influences and trends in (1) the local community or area, and (2) in the larger regions and society beyond the community.

To help emphasize this basic principle of relating planning to the context, both local and beyond-local, two diagrams are presented. In the first we see the community represented by a rectangle. The local community context is analyzed by dividing the rectangle into segments. Each community has a population aggregate which lives in a contiguous, delimited area, a set of basic institutions (families, stores, schools, etc.) which make a common way of life possible, and a set of experiences, an historical heritage, which is shared and makes up part of the "local mentality."<sup>6</sup> The community also has a set of social values, supported and perpetuated by different organizations or social groups both in and beyond the community. These values and the groups which promote them or maintain them, give rise to loyalties which integrate or divide the community. The diagram shows some of these components of a community, the values and opinion component, the law component, the population component, the ecology or spatial pattern component, the structural component, and the problem component where we represent the clashes of interests and values of different groups or individuals within the community. (See Figure 1.)

<sup>5</sup>Eileen D. Ross, "Control and Leadership in Women's Groups: An Analysis of Philanthropic Money-Raising Activity." *Social Forces* 37 (December, 1958), pp. 124-131.

<sup>6</sup>Adapted from Cook and Cook, *A Sociological Approach to Education*, New York: McGraw-Hill Book Co., 1950, pp. 48-49.

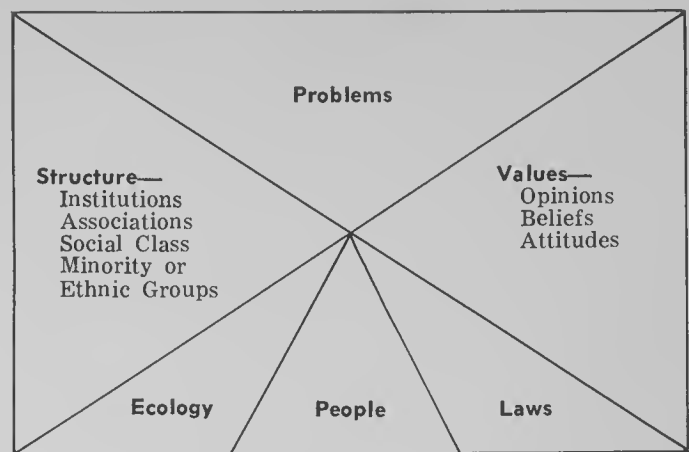


Figure 1: The Local Community Context of Recreation Planning

One of the most important characteristics of a local community in any kind of planning is the growth pattern. The problems of a community which is declining in population are different from those of a community whose population is static, and still different from those of a community that is growing. A first step in recreation planning would be to determine as accurately as possible the growth pattern, what the community was, what it is now, and what it is likely to become.

Every community exists in a larger context, illustrated by Figure 2. Each component of the local community may be influenced by what is happening in the same component of the society beyond the local community. For instance, population trends in the district or region of which the local community is a part, or in the province, or the Prairie Province Region, or in Canada, or beyond Canada, may to some extent be influencing local population growth. The same applies to the spatial distribution or ecology of people and of their communities. It also applies to structure, to the changes occurring in institutions, associations, social classes and ethnic groups beyond the local community. Value changes in the larger society may be reflected in value changes locally. Laws passed at the federal level may directly or indirectly affect the local community. An illustration of the law context is the federal Physical Fitness Act, originating at the national level, but influencing the province and in turn local communities, and then extending to the international level as it concerns Canada's participation in international sporting events. All we are emphasizing here is the importance of seeing a recreation planning problem in its local and beyond-local social contexts.

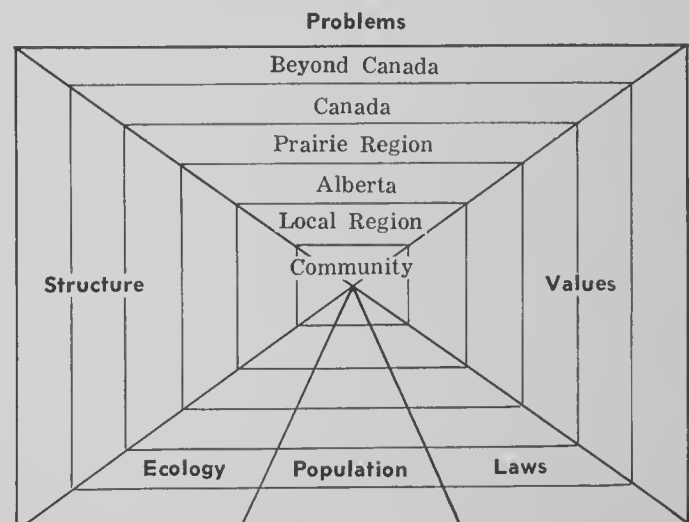


Figure 2. Beyond-the-Local-Community Context for Recreation Planning



TABLE 1: ALBERTA PERSONS UNDER DIFFERENT FORMS OF LOCAL GOVERNMENT\*

	1951			1961			Decade Change % (a)
	No. of Units	Population	Per Cent (a) of Total	No. of Units	Population	Per Cent of Total	
<b>Urban</b>							
<b>Cities (b)</b>							
Calgary .....	1	129,060	30.8	1	241,675	38.9	79.4
Edmonton .....	1	159,631		1	276,018		
Others .....	5	53,266	5.7	7	101,722	7.6	
City Total .....	7	341,957	36.5	9	619,415	46.5	
Towns .....	67	100,336	10.6	90	210,091	15.7	
Villages .....	135	44,136	4.7	159	50,345	3.8	
Total Urban .....		486,429	51.8		879,851	66.0	81.0
<b>Rural (b)</b>							
Counties .....	2	14,701	1.6	17	121,315	9.1	
M.D.'s .....	54	304,873	32.5	31	210,345	15.8	
I.D.'s .....	55	96,281	10.3	50	81,969	6.2	
Special Areas .....	4	12,552	1.8	3	8,799	0.7	
Total Rural .....		428,407	46.2		422,428	31.8	-1.4
Others (c) .....		24,665	2.0		29,665	2.2	
Total .....		939,501	100.0		1,331,944	100.0	42.5

(a) Slide rule accuracy.

(b) Department of Municipal Affairs Annual Reports, 1959 and 1961.

(c) Indian reserves and military preserves.

\*Note: **The Challenge of Alberta's Growth.** In 1906 Alberta's population was 185,159. In 1963 it is estimated at 1,405,000. In 1906 68 per cent of Alberta's population was classified as rural. By the same definition, this population in 1963 had dropped to 32 per cent. When 102,000 persons came to Alberta between 1901 and 1906, 75 per cent were absorbed by rural areas. When the population increased by 392,443 between 1951 and 1961, urban centres took up the increase.

We now take two examples from the "context" diagrams to illustrate the importance of "context" in recreation planning. First we deal with people, the population component. Reference is made to Alberta population growth from 1951 to 1961, taken from the Canada Census and shown in Table 1. Alberta's total population grew by 42.5 per cent in the decade 1951 to 1961, that is, 939,501 to 1,331,944 persons. By 1971, at the same rate of growth, Alberta will have a population of 1,898,000 persons. Where is this growth taking place? The Table shows clearly that growth is taking place in the urban centres of the province. In the past ten years the rural population actually declined by 1.4 per cent. In 1951 51.8 per cent of all Albertans lived in cities, towns or villages. In 1961 the proportion was 66 per cent. Recreational planning for local communities must come to grips with the trend toward urban growth and rural population decline.

The second component to be considered is the structural component, and its correlate, the value component, but we start from the population component. On Table 1 it is seen that the population "Others" increased by 5,000 persons, almost as large an increase as the 6,000 population growth of villages. A large proportion of this "Others" growth reflects the growth of Alberta's Reserve Indian population. This can be stated in another way. The population of Alberta's Indian Reserves is increasing at a more rapid rate than Alberta villages are growing. The Indian population of Alberta is one of the province's growing populations as our urban centres are also growing populations. These persons of Indian ancestry, because of their growth and other characteristics, need to be considered in recreation planning. In Northern Alberta, persons of Indian ancestry are not living on reserves, the Non-Treaty Indian and the Metis, constitute a special challenge to recreation planning in local communities and districts. Persons of Indian ancestry represent not only a growing part of our society, but a part that is beginning to compete with the white man for social status and equal privileges. As never before in the history of our province, the native Canadian part of our population need to be participants not only in our community recreation, but our recreation planning if they take their rightful place as fellow Canadians in our society.<sup>8</sup>

Arising from the last example, where we mentioned Indian Reserves and communities or districts with Indian and Metis

populations, and also from the population growth shown for Alberta urban and rural areas in Table 1, comes an observation of critical importance. There is an urgent need for a regional approach to recreation, not merely a local community approach. This means a large measure of co-operation between areas or centres engaged in population export, such as rural districts, hamlets and Indian Reserves or Metis settlements, and other centres which are engaged in population import. To this movement of people, of whom a large proportion are youth and young adults, must be added the fact that rural or village dwellers frequently look to villages, towns or cities for their recreation, or at least a large part of it. Both the movement of people and our urban-centred recreation habits suggest the need for a regional approach to recreation planning.

This is not the occasion to analyse in more detail the complex context in which most communities must plan recreation today. Let me mention, however, a few shifts that can profitably be considered. One is the rise of professions, including the emergence of the professional recreation leader. In the future the major source of such professional leaders will no doubt be persons trained in the new Faculty of Physical Education and Recreation at the University of Alberta. Another is the secularization of the urban middle class, for whom the values of consumption tend to outweigh the values of production, the values which predominated during the agricultural settlement and early development of our province.<sup>9</sup>

<sup>8</sup>For the long-range population trend in Alberta see the note appended to Table 1.

<sup>9</sup>See **The Metis in Alberta Society**, pp. 262-272 for an analysis of recreation in one part of Alberta containing a large Metis population.

<sup>9</sup>For an example of this transition in values in one Canadian city see J. E. Burnet, "The Urban Community and Changing Moral Standards," in **Urbanism and the Changing Canadian Scene** edited by S. D. Clark. Toronto: University of Toronto Press, 1961, pp. 70-99. For production as a value see B. Y. Card, **The Canadian Prairie Provinces from 1870-1950—A Sociological Introduction**. Toronto: H. M. Dent & Sons Ltd. 1960, pp. 36-38.

A third is the rapid expansion of the so-called "mass culture", another way of describing the urban way of life, which penetrates to the remote corners of Alberta, and into the societies of children and youth through commercial production and distribution of goods, including recreational facilities and services. Fourth, in a period when there is "growing confusion about ethical values and a climate of opinion disposed to questioning traditional beliefs and standards", the area of recreation has become one where there is deliberate competition, sometimes conflict, over the time, dollars, minds, loyalties and even the souls of citizens.<sup>10</sup> In the face of these tendencies is a fifth which many of us have as yet not experienced personally, though we are told it is a trend. This is the rapidly increasing leisure of an industrial society as it becomes automated.

If there is any conclusion that follows, more than another, from this brief examination of the contexts of recreation planning, it is this: **Those who plan need to know, without question, the facts of their local community or area, and as well as possible, the major trends in those levels of society beyond the local community, which must also be considered with respect to recreation.** This I shall call the first principle of recreation planning. At all times the context must be known, and dynamically assessed.<sup>11</sup>

Here is the second principle. **The recreation program of a community or area is based on the needs and interests of as many citizens as possible.** This includes young citizens as well as older ones, girls as well as boys, Indian and Metis as well as standard whites, poor people as well as the better off. Here again, as for the context, we need to know facts, not make them up from our own experience or what we read in the papers or see on T.V. Do we really know the needs of our community's people and their interests? I have in mind the stereotyped picture presented to me in a Northern Alberta community that all local young people were interested in was drinking and chasing. Yet I found they really were bored, dissatisfied with poor recreation, and doing something about it. The teen-age girls formed a club on their own initiative, held two successful fund-raising dances and with the proceeds fielded two softball teams. It is not good planning to make a hasty judgment about what people are interested in, even on the basis of knowledge about how they presently spend their leisure. Then too, interests can be changed. George Bernard Shaw quipped that people are generally down on what they are not up to. This applies to recreation planning. We cannot ignore present interests, yet we cannot assume that such interests cannot be changed or developed in different directions. Recreation planning in a democracy is partly a task of community education.

A third principle is that **recreation planning makes use of all relevant community agencies and resources, and also agencies outside the community that can be helpful.** Implicit in this principle, as in the preceding two, is the necessity of having sound and adequate knowledge of community and agency resources. Again we see that facts are important for planning, facts of context, needs and interests, and resources.

#### THE LOGICAL SEQUENCE OF PLANNING<sup>12</sup>

The fourth principle brings me to the concluding part of this presentation. **Recreation planning follows a sequence of steps arranged in logical order.** These are the steps involved in any purposeful activity, building a house, holding a sports meet, conducting an election campaign, starting a business. **The key to good planning is the way we anticipate the action which would accompany and follow planning.** In this planning sequence there are six, actually seven stages.

The first is the **idea stage.** This is when a person or group get the notion that some need exists and think that in some way it can be met. It is the "I want" or "I would like to see" stage. It is the thinking that goes like this: "Hasn't Wetaskiwin a fine swimming pool! I wish our community had one too," or "I wish there were more for our young people to do around here in their spare time. I wonder what could be done to help them constructively use their leisure." Ideas can come from many sources, from a trip, from a newcomer to a community, from a professionally trained outsider, from reading, television, or even a workshop such as this. As the idea is reflected upon by the person or persons composing a group, they are creatively considering possibilities and may have one or a number of possible goals in mind and ways of reaching them. At this point it is a good procedure to write out a tentative plan, however imperfect it may be, so that

you can talk about it and stick to the point. You will have some why's, what's, when's, how's and who's responsibilities in mind, at least some why's and what's, some needs and goals.

The second stage is **initiating the plan**, bringing others into your tentative thinking. Before or after the second step, or even during the first and second stages, you need to get facts, to consider the context, to find out about interests and resources. From these first two stages, and your fact finding, a general plan of action emerges. It may be the same or something quite different from your idea-stage tentative plan. You now make your goals as specific as possible, which leads to the third stage of planning.

The third stage is the planning of an **active or work period**, which will culminate in achievement of one or a number of your specific goals. The fourth stage is planning to anticipate your **culmination** or goal reaching. The culmination is some visible end-point, the time when you have something to show for your efforts, such as the opening of a park, swimming pool, or a sports meet, a handicraft fair, or the formation of a Municipal Recreation Board where one has not previously existed. All the time you have been planning and working to realize your plans, you are evaluating your planning and the actions directed by your plans. After your culmination stage, you will evaluate deliberately and even spontaneously all that you have done. The fifth stage may therefore be called the **evaluation stage** of planning, though as I'm indicating, evaluation is a continuous process that goes on all the time that we plan. The sixth stage is the **clean-up** where the project's left-overs are taken care of to make way for further activity. This part of planning, often neglected, takes care of cleaning up the grounds following some event, getting and paying bills, making out reports, storing equipment, exhibiting or storing trophies and "objets d'art" from handicrafts. If the six planning steps have been well followed by the anticipated action, then the seventh stage follows naturally, making fresh plans for the next project.

You will note that we have always anticipated our action in our plan. Planning goes from an **idea stage, to an initiation or involving others stage, to a work period stage, to a culmination, to an evaluation, to a clean-up and to more planning.** However, as planning and action proceed, new ideas may arise. Evaluation must constantly be made as these new ideas are related to present plans and on-going activities. All we are emphasizing is that planning is simply intelligent, rational, purposeful living. There is, therefore, no such thing as a "master plan" which fixes action in every detail for a period of time or the duration of a project. Success involves planning well to begin with and keeping on planning as action proceeds. The same applies to evaluation. It is continuous from the time we first reject a hair-brained idea to the time we examine the fruits of a lot of hard work, the culmination of a major undertaking.

With these planning ideas in mind, let us now refer to the chart developed at the Center of Community Studies at Saskatoon. It helps a person or group put down in writing some of the essential ingredients of a plan. It is not a complete plan.

The "Why" column suggests that you write down your needs, your reasons for choosing, your criteria. The "why" may be as broad as making a community a better place to live or as specific as naming a specific need, such as needing a place to skate.

The "What" column suggests that planning goals be made specific, that the tasks necessary to achieve some goal are spelled out. This is the scope of your project or program.

The "Whom" column suggests the persons or groups we are trying to reach or involve.

<sup>10</sup>Quotation from John Barron Mays, "Teen-age Culture in Contemporary Britain and Europe," *The Annals of the American Academy of Political and Social Science*, special issue, *Teen-age Culture*, 338 (November, 1961, p. 24.

<sup>11</sup>This and the following principles adapted from H. R. Baker, *Community Program Planning: Key to Community—Two*. Saskatoon: Center for Community Studies, 1962.

<sup>12</sup>This planning sequence I owe primarily to Professor W. D. MacDougall, Faculty of Education, and Irwin T. Sanders, *Making Good Communities Better*. Lexington: University of Kentucky Press, 1950, pp. 33-57.

The "How" column suggests methods or procedures, an examination of the best ways of getting things done.

The "When" column is to help with timing, to do the right things at the right time. When do the various activities co-ordinated in our plan take place? What is the sequence of tasks and activities that are needed if the goal is to be reached "on time?"

The "Responsibility" column suggests a division of labor, the organization needed to achieve the goal.

The "Co-operation" column refers to the utilization of resource persons and agencies. Their use needs to come into the plan.

Finally, the "Evaluation" column is a reminder that we must judge as we go along, and know what our standards for

judging are: for meeting budget requirements, community expectations, maintaining morale, and all the other standards that accompany a project or program.

This is our present message: Take stock of your resources as members of this workshop. When tackling your problems keep in mind the local and the beyond-local contexts of your problem. Know the facts, or arrange the means of getting them. Then plan by anticipating the action that will be needed. This message is simple. The processes are complex. However, it is the blending of theory or principles with the stubborn facts of a situation that gives us whatever mastery we have over the world we live in, and as an important consequence, much of the enjoyment we find in living. (See Review Charts 1 and 2.)

### REVIEW CHARTS

**Chart 1**

#### PLANNING PRINCIPLES

1. Know your contexts—local and beyond local.
2. Know people's needs and interests.
3. Know your resources.
4. Know and use the planning sequence to obtain:
  - a. Appropriate action at the appropriate time.
  - b. Maximum return of accomplishment and enjoyment from effort expended.

**Chart 2**

#### THE PLANNING SEQUENCE

(Anticipates the Action Sequence)

1. Idea stage.
2. Group involvement and planning stage.
3. Work stage.
4. Culmination—goal(s)-reached stage.
5. Evaluation stage (and continuous process).
6. Clean-up stage.
7. New ideas—new plans stage.

### SUGGESTED "PLAN OF WORK" FORM FOR A COMMUNITY PROGRAM OR PROJECT

Name of Project..... Planning Group.....

Long-Term Objective.....

WHY do we need to have a project or program? Do we have a problem or need?	WHAT are we working toward to solve the problem or meet the need? What objectives will get us where we want to go?	WHOM are we trying to reach through the program? What individuals and groups will be affected?	HOW can we get the job done most effectively? What methods will work best?	WHEN will we do the job? Do we have a realistic time schedule?	RESPONSIBILITY for jobs will be taken by the individuals and/or groups listed below.	CO-OPERATION and help can be obtained from the individuals, groups and agencies listed below.	EVALUATION of progress toward achieving objectives can be determined by the methods listed below.
	1.						
	2.						
	3.						
	4.						

